



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase the number of highly qualified applicants in all teaching subject areas across all age groups.	Seminole High School will develop a sequence of classes for the Education and Training pathway that will lead to a Public Service endorsement. In this pathway we will offer Introductory Classes, Child Development, and Practicum classes that can also be Dual Credit classes. These classes will introduce our students to the teaching profession and allow them to work with teachers at the different grade levels. The goal in this pursuit would be for our students to become teachers.
Increase the number of Hispanic and bilingual applicants for open teaching positions to help better reflect the student population we serve.	Seminole High School will nurture the students who have the desire to become teachers along with recruiting students who are service minded and show characteristics of becoming a good teacher. Currently the ethnicity of our student population is not reflected in the ethnicity of our teachers.
Increase the number of applicants to teach our special populations of students.	Seminole High School will recruit and mentor students who want to work with the special populations of students at the different levels in the school system. We will also expose them to teachers who are passionate about working with the special populations through practicum opportunities.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By May of 2019 Seminole will have an Education and Training Pathway set where students can begin taking classes in the 2019-2020 school year. We will recruit a master level teacher who is passionate about teaching high school students the vast and rewarding world of education. With a master level teacher this will allow us to offer dual credit courses in the pathway. The pathway will start with 1) The Principles of Education and Training course, 2) Child Development, for the first year we will teach 3) Instructional Practices, and add 4) Practicum in Education and Training the 2020-2021 school year. Seminole High School will have at least 10 students in 10th, 10 students in 11th, and 5 students in 12th grade enrolled in the Education and Training Pathway starting in the 2019-2020 school year. Seminole High School will start TAFE for all students enrolled in the the Education and Training Pathway. This will allow them to work with other future teachers across the state of Texas and build leadership skills in the area of education.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The Education and Training pathway will be set with the following sequence of classes: 1) Principles of Education and Training, 2) Child Development, and 3) Instructional Practices for the 2019-2020 school year. A master level teacher will be hired to teach, and students will have an opportunity to enroll in these classes for the 2019-2020 school year. There will be students in all classes in the Education and Training program with at least 10 students in 10th grade, 10 students in 11th grade, and 5 students in 12th grade.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Seminole High School will partner with the campuses that house Kindergarten-5 grade for the junior and senior level students in the Instructional Practices course to work with a mentor teacher in his or her classroom. Seminole ISD will have at least 2 cooperating teachers per grade level kindergarten to fifth grade. This will allow our students to be able to work in a one on one setting with a mentor teacher.

Third-Quarter Benchmark

At least 70% of our 10th and 11th grade students will continue along the Education and Training sequence of courses for the 2020-2021 school year. Seminole High School will have at least 50% of the 12th grade students from the Education and Training Pathway applying and enrolling in post secondary programs to become teachers.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

At each benchmark we will collect data from everyone involved in the program, teacher, students, teacher mentors (if applicable) and administration. From the data we collect we will make changes where we see fit to meet the needs of learning community involved. When making adjustments we will do this as a committee with the teacher, students (if need be) and administration. During the duration of the school year we will work closely with the teacher to make small adjustments. Towards the end of the school year we will do a student survey with the students involved in the program, and meet with the teacher to see what program changes need to be made to meet the needs of our future teachers and the actively involved learning community. After the first year, Seminole High School will see 7 to 10 seniors, 12-15 juniors and 12-15 sophomores enrolled in the program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
 - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Seminole ISD will send out a district wide survey to seek interested teacher applicants for the Education and Training teacher. We will be looking for a master level teacher who is passionate about growing the teaching field with our high school students. The teacher will need to have and know how to build rapport with the school community, students, parents, coworkers and administration. Seminole ISD wants a teacher that is willing to work with all students, and nurture their desire to work in a public service area that helps create our future. The applicant will be required to submit letters of recommendations describing how this teacher is perceived by the school community. To get a perception of this teacher from different views he or she will be asked for a letter from a parent of a student who has been in his or her classroom, an administrator, and a coworker who has worked closely with this teacher on a team. If Seminole ISD does not get a response from the survey, an individual who mirrors our student population, is a successful teacher in the classroom and has a good rapport with our community will be individually sought out. In order to receive the stipend we will ask for at least a 2 year commitment, to help Seminole ISD get this program started and headed in the right direction.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	\$11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit		X \$5,500 =	
Number of high schools with existing Education and Training courses in 2018-2019		X \$6,000 =	
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	\$9000
Total Request for Pathway 1			\$20,000

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification		X \$11,000 =	
Request for Pathway 2			
Request for Pathway 1			
Total Combined Request for Pathways 1 & 2			

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
Teacher Stipend	\$11,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Professional and Contracted Services: Speaker/Trainers in the education field	\$500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	
General Supplies: classroom supplies	\$7000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	
Teacher travel and professional development	\$1500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs **\$20,000**

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED **\$20,000**

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1 Teacher

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- 🍏 This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- 🍏 The plan must include strategies to increase enrollment in each course each year.
- 🍏 The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

By March 2019 Seminole High School will have an Education and Training Pathway built for students to sign up for classes starting in the 2019-2020 school year.

Education and Training Pathway 2019-2020

- Principles of Education and Training
- Child Development
- Instructional Practices (Dual Credit Opportunity)

Education and Training Pathways 2020-2021

- Principles of Education and Training
- Child Development
- Instructional Practices (Dual Credit Opportunity)
- Practicum in Education and Training (Dual Credit Opportunity)

Seminole Junior High starts in 8th grade with career exploration. The teachers in this area will help nurture the curiosity about the teaching field with those students interested in becoming teachers. These teachers also help start the Personal Graduation Plans. They introduce our students to the different pathways available in high school. They will give the Education and Training as much positive attention as they give the other pathways. In any grades kindergarten through senior year, when careers are presented at career days the education field will be represented.

Seminole ISD has a career adviser that is knowledgeable about the different pathways. She meets with students starting in 8th grade to work on Personal Graduation Plans all the way to 11th grade to update Personal Graduation Plans to help students stay on track, or change pathways if their interests change. She will encourage any student interested in becoming a teacher to sign up for the Education and Training classes. This will help with recruitment into the program as it grows.

Seminole High School will start a TAFE organization with the students interested in becoming future teachers. This will allow them to be involved with other future teachers from across the state of Texas, build leadership skills within the world of education, and compete using their creative teaching skills.

By May of 2019 Seminole High School will have a master level teacher hired to teach the program. A survey will be sent out district wide to teachers to seek a highly qualified teacher to teach our Education and Training classes. This individual will need to show in his/her data to be an effective teacher, have a rapport with the school community, students, parents, teachers, and administrators, and have a passion to grow and nurture our future teachers. If Seminole ISD does not receive interest in the survey a teacher who mirrors our student population, is a successful teacher in the classroom, and has a good rapport with our community will be individually sought out.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- 🍎 The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- 🍎 The plan must include marketing and recruitment strategies to increase student interest and persistence.
- 🍎 The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Seminole ISD will encourage all students who say they would like to be a teacher to take part in the Education and Training course. The Career Adviser will meet with students individually on Personal Graduation Plans to counsel students in a way to prepare them for the next step after high school. In meeting with all students individually, this will allow all students, no matter their race or social economic status to receive the same information and opportunities. Any student expressing interest in teaching or coaching she will talk to them about how these classes will help prepare them for becoming a teacher. When students express concerns outside of their control, especially finances for college, she will encourage them to take this pathway, and then explain to them how college can be affordable.

District wide expectations will be for teachers to encourage any student who says they want to be a teacher to nurture that desire. Some students in elementary school have dreams of becoming a teacher. Also, different ethnic groups who have good qualities of a teacher, willingness to help others, leadership abilities, tutoring abilities, will be sought out and encouraged to think about becoming a teacher.

Our students through the Education and Training courses and TAFE will have products that will displayed for the student body to see. These students and their products will also be showcased through Seminole High School and Seminole ISD's social media feeds. This will allow the community to see what our students are accomplishing through TAFE and the courses.

Encouraging our students to get the word out to other students. Word of mouth among students is always a great way to build curiosity.

Through parent meetings, the counselors explaining our pathways will give the Education and Training pathway as much positive attention as they do our other Career and Technology program.

When there is a career day on any of our campuses, Education will be an option for the students to see. The career will be presented in an encouraging manner and we will explain how it can start in our high schools.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- 🍏 The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- 🍏 The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- 🍏 All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Seminole ISD is partnered with Odessa College for dual credit opportunities in core curriculum and elective areas. This partnership is already established. We have visited with them about starting a Grow Your Own Teacher program. There is a plan in place to offer the dual credit courses in Seminole. As soon as we have a teacher hired that meet, Odessa College's criteria for a dual credit teacher in this area, Seminole will be able to offer these courses.



School of Public Service & Education
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Dr. Eric Yeager
Senior Dean,
School of Public Service
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November 8, 2018

Luz Gabriela Villa
Administrative Assistant
to the Senior Dean,
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To Whom It May Concern:

This letter is to express support for Seminole Independent School District's application for the Grow Your Own Teachers grant from the State of Texas.

Further, as the higher education partner Seminole ISD has selected to provide dual credit instruction to their students, Odessa College is pleased to commit to offering the full compliment of courses required for an Associate of Arts in Teaching degree to the students of Seminole ISD through dual credit, in a structured pathway where they can complete the degree alongside their high school diploma.

OC prides itself on providing high-quality instruction with engaging faculty to all our students. We look forward to welcoming Seminole high school students into our classes and to the opportunity to make a difference in the community and the individual lives of these students.

Feel free to direct any questions regarding this collaboration to me personally.

Regards,

A handwritten signature in black ink, appearing to read "Eric Yeager", with a long, sweeping horizontal line extending to the right.

Dr. Eric Yeager
Senior Dean
School of Public Service & Education

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